

Response to Intervention in Primary Grade Reading

Professional Development Lesson

Materials Needed

Materials: Parking Lot, pencil boxes, pencils, self-stick notes, highlighters, markers, chart paper, chips/markers for BINGO cards, and music of choice.

Classroom Connections are items or activities that can be immediately implemented in classrooms and are noted by CC*

This training module is based on the practice recommendations from Doing What Works for Response to Intervention in Primary Grade Reading and the Montana Office of Public Instruction. A summary of the research evidence for successful RtI reading implementation have been merged into four recommended practices: Universal Screening, Progress Monitoring and Differentiating, Systemic Skill Instruction, and RtI Implementation. This module will explore each of these practices through various multimedia and activities.

Introduction

<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce	Use slide #1 to introduce the day's agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms and direct participants to set up shoulder partners.	7 min.	All
Visual Diagram: Response to Intervention Framework in Primary Grade Reading	Use slides #2-5 and the visual diagram handout to share an overview of the module. Allow participants to review the diagram and discuss. Then introduce the IES Guide and overall organization of the Professional Development Module	5 min.	All
Check for understanding	Use slide #6 and the KWL handout to check participants for understanding and to establish what are the expectations of the group.	10 min.	All
View Media: Response to Intervention (4:33 min.)	Use slide #7 and the media clip to share an overview of an RtI framework.	4:10	All
Partner Activity	Use slide #8 to begin a discussion centering on the following questions: What are some reasons that RtI is being widely used across the nation and what are some of the core components commonly found in	10 min.	All

	an Rtl framework?		
View Media: <i>Evolution of Response to Intervention</i> (7:03 min.)	<p>Use slide #9-12 and the media clip to share the evolution of Rtl.</p> <p>Partner participants to share what was learned from the media in terms of the evolution of Rtl and then follow up with slides #11-12 to summarize the evolution's key points.</p>	16 min.	All
Introduce: Montana Response to Intervention: Rtl Framework	<p>Use slide #13 to introduce the Montana Rtl Framework. Presenters may want to show participants how to access the link that is both on the slide and in the presenter's notes and scroll through its contents.</p> <p>Use slide #14 and a partner discussion to highlight the 8 essential components of the framework.</p> <p>Use slides #15-16 and handout #3 to continue to share the MT Rtl Framework</p>	15 min.	All
Introduce: Continuous Improvement Components (MLP)	<p>Use slide #17 to introduce the Continuous Improvement Components from the Montana Literacy Plan.</p> <p>Presenters may want to share the link to the Montana Literacy Plan and scroll through the contents as participants may not have the background knowledge of this resource and its location. The link is provided in the presenter notes.</p>	5 min.	All
Compare and Contrast	Use slide #18 and handout #4 to compare and contrast the MT Rtl Framework Essential Components and the Montana Literacy Plan Continuous Improvement Components.	5 min.	All
Introduce: Elementary Self-Assessment Tool	Use slide #19 and handout #5 to introduce the Montana Elementary Self-Assessment.	18 min.	All
View Media: <i>Issues, Challenges, Lessons</i> (7:12 min.)	Use slide #20-22 and the media clip to share some issues and challenges that have arisen as states and districts implement Rtl. Partner participants to share some local issues and challenges.	8 min.	All
Explain Rtl and Special Education	Use slide #23 to explain Rtl and Special Education information.	3 min.	All
Summarize Lessons Learned	Use slide #24 to summarize some lessons learned. Presenters should be prepared to share some experiences of Rtl implementation.	3 min.	All
Introduce: Elementary Action Plan Tool	Use slide #25 and handout #7 to introduce the Elementary Action Plan Tool. Have participants work in small groups (preferably by school site) to review and reflect upon this tool.	15 min.	All
Introduce: Rtl	Use slide #26 and handout #8 to introduce	15 min.	All

Implementation Scale	the RtI Implementation Scale. Have participants work in small groups (preferably by school site) to review and reflect upon the RtI Implementation Scale.		
<p style="text-align: center;">Opening Slides</p> <p style="text-align: center;">These slides can be used as an opening to any of the practice recommendations</p>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce	Use slide #1-6 and handouts #1-4 to introduce the day's agenda, group norms, create partnerships, and to learn what participants know about RtI as well as what the group's expectation is from the training (what they want to learn).	22 min.	All
Introduce: Montana Response to Intervention: RtI Framework	Use slide #7 to introduce the Montana RtI Framework. Presenters may want to show participants how to access the link that is both on the slide and in the presenter's notes and scroll through its contents. Use slide #8 and a partner discussion to highlight the 8 essential components of the framework. Use slides #9-10 and handout #5 to continue to share the MT RtI Framework	15 min.	All
Introduce: Continuous Improvement Components (MLP)	Use slide #11 to introduce the Continuous Improvement Components from the Montana Literacy Plan. Presenters may want to share the link to the Montana Literacy Plan and scroll through the contents as participants may not have the background knowledge of this resource and its location. The link is provided in the presenter notes.	5 min.	All
Compare and Contrast	Use slide #12 and handout #6 to compare and contrast the MT RtI Framework Essential Components and the Montana Literacy Plan Continuous Improvement Components.	5 min.	All
Introduce: Elementary Self-Assessment Tool	Use slide #13 and handout #7 to introduce the Montana Elementary Self-Assessment.	18 min.	All
<p style="text-align: center;">RtI Implementation</p>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>

Introduce the Recommended Practice	Use slides #1-2 to introduce the day's agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation "Rtl Implementation".	2 min.	All
Explore Visual Diagram	Use slide #3-4 and handout #1, Rtl Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram and the recommended practices within this professional development module	3 min.	All
Link to research	Use slide #5 to link the module to research. Presenters may show a copy of the IES Guide <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i> . Use slides #6-7 to share the module organization (practice summary, learn what works, see how it works, and do what works)	3 min.	All
View Media: <i>Response to Intervention: Framework in Reading</i> (4:39 min.)	Use slide #8 and the media clip to provide a brief overview illustrating how Rtl systems are designed to identify students at risk in reading and then provide them with the support they need to develop foundational reading skills.	5 min.	All
Video Reflection Activity	Use slide #9 and handout #2 to conduct small group video reflections.	10 min.	All
Introduce "Learn What Works" and Key Concepts	Use slides# 10-12 to share this practice recommendation's key concepts.	5 min.	All
View Media: <i>The Phases of Rtl Implementation</i> (6:12 min.)	Use slide #13 and media clip to share the 3 phases of implementation (consensus building, infrastructure building, and full implementation).	7 min.	All
Facilitate Partner Discussion	Use slide #14 to facilitate partner discussion based on the previous media clip. Follow up with a brief whole group sharing.	5 min.	All
Define	Use slide #15-16 to define the phases of implementation.	3 min.	All
View Media: <i>How Rtl Changes Special Education</i> (6:02 min.)	Use slide #17 and the media clip to point out how Rtl changes special education.	6 min.	All
Introduce "See How it Works"	Use slides #18-19 and the media clip to share with participants how Rtl implementation actually works within a	9 min.	All

View media: <i>Partnering with General and Special Education</i> (8:25 min.)	school.		
View Media: <i>State Leadership: Building an Rtl System</i> (4:35 min.)	Use slide #20 and media clip to hear a description of how Rtl has served to align Pennsylvania's reform and improvement framework.	5 min.	All
View Media: <i>Setting the Stage for Rtl Implementation</i> (6:00 min.)	Use slide #21, the media clip, and handout #3 to explore Rtl readiness.	9 min.	All
Listen to Audio: <i>Lessons from Iowa About Rtl</i> (6:34 min.)	Use slide 22, the audio clip, and handout #4 to identify lessons learned about Rtl implementation.	7 min.	All
Listen to Audio: <i>Rtl Training for School Districts</i> (5:08 min.)	Use slides #23-24, handout #5, and media clip to continue sharing how Rtl implementation looks like in a school.	6 min.	All
View Media: <i>Charting the Path</i> (4:38 min.)	Use slide #25, the media clip, and handout #6 to show a school's evolution of Rtl.	6 min.	All
Listen to Audio: <i>Principal's Role in Instructional Decision Making</i> (5:45 min.)	Use slide #26 and audio clip to hear a description of a leader's development as an instructional leader through the use of Rtl.	7 min.	Leaders
View Media: <i>Powerful Rtl Training Experiences</i> (5:48 min.)	Use slide #27 and media clip to understand how training experiences can be effective for communication, allocation of resources, and determining instructional strategies.	6 min.	Leaders
Determine Family and Community Involvement	Use slide #28 and handout #8 to analyze family and community involvement.	10 min.	All
Introduce "Do What Works"	Use slides#29-46, identified handouts and media in presenter's notes for specific implementation within this practice recommendation, Rtl Implementation. Each idea of "Do What Works" varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #47-49 to share research evidence for this practice recommendation.	4 min.	All
Universal Screening			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce the	Use slides #1-2 to introduce the day's	2 min.	All

Recommended Practice	agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation “Universal Screening”.		
Explore visual diagram and recommended practices	Use slides #3-7 and handout #1, Rtl Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram. Introduce the recommended practices from the IES Practice Guide and the organization of the module.	6 min.	All
View Media: <i>Universal Screening for All Students</i> (6:19 min.) and small group activity	Use slides #8-9 and handout #2 to provide an overview of universal screening. Participants will complete the handout while viewing the media clip. In small groups participants will discuss points from the media.	9 min.	All
Review Key Concepts	Use slides #10-11 to review this practice recommendation’s key concepts.	3 min.	All
View Media: <i>Screening All Students</i> (5:54 min.)	Use slides #12-13 and handout #3 to explore universal screening. After viewing the media clip partners will discuss what they learned.	8 min.	All
Describe Building Level Rtl Teams	Use slide #14 to describe building level Rtl teams.	1 min.	All
Describe Screening Measure Selection	Use slides #15-18 to describe screening measure selection including benchmarks and cut-scores.	5 min.	All
View Media: <i>Implementing a Screening Program</i> (5:59 min.)	Use slides #19-20 and the media clip to share the components of a school-wide screening program. Have participants keep notes to conduct a partner activity following the media clip.	12 min.	All
Introduce “See How it Works”	Use slides #21-22 to introduce the “See How it Works” section of the Universal Screening section of the module. This includes introducing a school in PA.	2 min.	All
View Media: <i>Conducting Universal Screening</i> (4:23 min.)	Use slide #23-24, handout #4, and the media clip to explore the school example which includes the screening form to record student performance goals.	10 min.	All
Listen to Audio: <i>The Power of Data</i> (4:47 min.)	Use slides #25-27, handout #5, and the audio clip to share another school example which includes the topic of data usage for instructional planning. Have partnerships discuss current attitude of data use.	8 min.	All
Listen to Audio:	Use slides #28-32, handout #6, and the	15 min.	All

<i>Creating a Building Level Team</i> (5:16 min.)	audio clip to explore creating a building level team. Participants will work in groups to reflect on the audio and the handout.		
Introduce “Do What Works”	Use slides #33-44, handouts #7-12, and media clips as stated in presenter’s notes for specific implementation within this practice recommendation, Universal Screening. Each idea of “Do What Works” varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #45-46 to share research evidence for this practice recommendation.	4 min.	All
Progress Monitoring and Differentiation			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce the Recommended Practice	Use slides #1-2 to introduce the day’s agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation “Progress Monitoring and Differentiating”.	2 min.	All
Explore Visual Diagram	Use slide #3-4 and handout #1, RtI Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram.	3 min.	All
Link to research	Use slide #5 to link the module to research. Presenters may show a copy of the IES Guide <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i> . Use slides #6-7 to share the module organization (practice summary, learn what works, see how it works, and do what works)	3 min.	All
View Media: <i>Using Data to Differentiate Instruction</i> (6:37 min.) & Sticky Note Reflection Activity	Use slides #8-10, the media clip, and Handout #2 to reflect upon three key topics: differentiation, instructional strategies, and progress monitoring.	12 min.	All
Review: Key Concepts	Use slides #11-12 to review the key concepts for this practice recommendation.	2 min.	All
View media: <i>Tier 1</i>	Use slides#13-14, the media clip, and	11 min.	All

<i>Instruction</i>	partners to discuss elements of high-quality, evidence-based Tier 1 instruction.		
Share	Use slides #15-18 to reinforce ideas from the media clip.	5 min.	All
Discuss	Use slide #19 and have participants discuss current Tier 1 Instruction.	5 min.	All
Compare and Contrast, View media: <i>Progress Monitoring at Tier 2</i> (5:32 min.)	Use slides #20-22, media clip, and handout #3 to compare and contrast Tier 2 and Tier 3 instruction.	12 min.	All
Introduce “See How it Works”	Use slide 23-24 to introduce examples of schools engaging in differentiated instruction.	2 min.	All
View Media: <i>Managing Progress Monitoring in the Classroom</i> (5:07 min.)	Use slides #25-26, the media clip and handout #4 to share how a first grade classroom manages progress monitoring.	6 min.	All
View Media: <i>Differentiation Within the Kindergarten Core</i> (4:28 min.) and discuss evidence-based core programs	Use slide #27, the media clip, and handout #5 to guide discussions about core programs.	15 min.	All
View and discuss: <i>Managing Differentiation with Small Groups</i> (6:32 min.)	Use slide #28, media clip, and handout #6 to see how a 2 nd grade teacher differentiates daily instruction. Handout #6 provides a script for conducting a data team meeting; have participants review the protocol.	10 min.	All
Introduce a 2 nd school example: <i>Re-teaching in Small Group Interventions</i> (3:29 min.)	Use slides #29-31, handout #7, and media clip to introduce a second school example to reinforce differentiation. Participants will complete a cause and effect activity while viewing the media clip and discuss with partners.	15 min.	All
View and discuss: <i>Helping Teachers Use Progress Monitoring</i> (3:46 min.)	Use slide #32, the media clip, and handout #8 to discuss in small groups how the steps for monitoring and graphing progress at the school example compare to the current practices at the participants’ school.	20 min.	All
View and discuss: <i>Early Elementary Assessment: Phonemic Awareness</i> (8:45 min.)	Use slides #33-35, media clip, and the note taking activity to learn and share about phonemic awareness assessments.	15 min.	All
Introduce a 3 rd school example	Use slides #36-37 and handout #9 to share a bird’s eye view of RtI in a school based on the “How to Do It” manual. Participants will review the handout to reflect and analyze the sample.	20 min.	All

Conclude “See How it Works”	Use slide #38 and handout #10 to conclude the “See How it Works” section of this recommended practice by reviewing the blueprint and discussing what can be used from it in their current school.	20 min.	All
Introduce “Do What Works”	Use slides#39-50 for specific implementation within this practice recommendation, Progress Monitoring and Differentiation. Each idea of “Do What Works” varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #51-52 to share research evidence for this practice recommendation.	4 min.	All
Systemic Skill Instruction			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce the Recommended Practice	Use slides #1-2 to introduce the day’s agenda and housekeeping. Review the agenda for the day, point out the parking lot for questions, go over participant materials, and introduce the signal that will be used to bring the group back together following a discussion. Go over group norms then introduce the practice recommendation “Systematic Skill Instruction”.	2 min.	All
Explore Visual Diagram	Use slide #3-4 and handout #2, Rtl Framework in Primary Grade Reading Visual Diagram to explore the module. Have participants discuss the components of the diagram and the recommended practices within this professional development module	3 min.	All
Link to research	Use slide #5 to link the module to research. Presenters may show a copy of the IES Guide <i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i> . Use slides #6-7 to share the module organization (practice summary, learn what works, see how it works, and do what works)	3 min.	All
View Media: <i>Systematic Teaching in Tiers 2 and 3</i> (6:05 min.)	Use slides #8-9 and the media clip to introduce strategies for intensifying instruction. Partners will share strategies to intensify instruction they currently use as well as those shared in the media clip.	11 min.	All

Review: Key Concepts	Use slides #10-11 to review the key concepts for this practice recommendation.	3 min.	All
Compare and Contrast View Media: <i>Tier 2 Instructional Programs</i> (5:54 min.)	Use slide #12, the media clip, and handout #3 to compare and contrast Tier 2 and Tier 3 instruction. Participants will share ideas with a partner.	8 min.	All
View Media: <i>Intensive Tier 3 Instruction</i> (4:08 min.)	Use slide #13 and media clip to explore intensive Tier 3 instruction.	5 min.	All
View Media: <i>Implementing Reading Interventions</i> (5:27 min.)	Use slide #14 and media clip to describe reading interventions that are Tier 2 small group daily interventions that are provided in addition to classroom instruction.	6 min.	All
Jigsaw Activity	Use slide #15 and handout #4 to complete a jigsaw activity that digs deeper into classroom reading instruction that supports struggling readers.	15 min.	All
Introduce “See How it Works” View Media: <i>Modeling Initial Sounds in Tier 3</i> (5:57 min.)	Use slides #16-17, media clip, and handout #5 to share an example of a school engaging in Tier 2 and Tier 3 instruction. Partners will review and reflect about the handout.	11 min.	All
View Media: <i>Thinkaloud Examples and Comprehension and Phonics</i> (4:31 min.)	Use slide #18, the media clip, and handout #6 to provide more information on the thinkaloud strategy. Partners will review and reflect on the contents of the handout while regarding the information shared in the media clip.	10 min.	All
Assess	Use slide #19 and handout #7 to conduct a review of core programs.	30 min.	All
Wrap up	Use slide #20 and the wrap up activity to conclude this section of the professional development module. Participants will work in small groups.	15 min.	All
Introduce “Do What Works”	Use slides #21-36, identified handouts and media in presenter’s notes for specific implementation within this practice recommendation, Systematic Skill Instruction. Each idea of “Do What Works” varies in terms of the audience: leadership, instructional coach, grade level teams, etc.	Varies	Leadership
Share Research Evidence	Use slides #37-39 to share research evidence for this practice recommendation.	4 min.	All
<p style="text-align: center;">Closing</p> <p style="text-align: center;">This section can be used to close any of the practice recommendations and offer additional resources</p>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>

Review Content	Use slide #1 to organize for the training—since this is a closing section this should already be established, but is here for presenter’s reference.	1 min.	All
Share Montana Common Core Standards for English Language Arts	Use slides #2-5 and handout #1 to review the Montana Common Core Standards which includes a timeline for full implementation.	15 min.	All
Carousel Activity	Use slide #6-7 and handout #2 to wrap up the KWL chart. Participants should already have this handout from other sections of the module, but in case they don’t this section offers it as a separate handout.	10 min.	All
Module Wrap Up	Use slides #8-17 to share additional resources. This is well worth sharing! Presenters may want to take participants to the websites shared on these slides depending on needs of group.	5 min.	All